



Week 1 Assignment

Overview

In Texas, the Long-Range Plan for Technology, 2006-2020, establishes a shared vision of teaching and learning, and the processes for improved student achievement, through the application and integration of technology. In addition, the Technology Applications Texas Essential Knowledge and Skills (TEKS) define what students need to know and be able to do to function in an information-based economy. By the end of Grade 8, students are required to master the TEKS in four key areas: Foundations, Information Acquisition, Problem Solving, and Communication.

In this week's assignment, you will summarize the key ideas of the Long-Range Plan and the Technology Applications standards. You will also evaluate and reflect on your own requisite knowledge for implementation of the TEKS at your campus.

Rubric

Use the following Rubric to guide your work on the Week 1 Assignment.

Tasks ↓	Accomplished 10 The evidence suggests that this work is a “Habit of Mind.” The educator is ready to mentor others in this area.	Proficient 8 The evidence suggests that performance on this work matches that of a strong educator.	Needs Improvement 6 The evidence does not yet make the case for the educator being proficient at this task.
Long-Range Plan for Technology Summary	Student thoroughly summarizes key ideas of each section of the Long-Range Plan for Technology.	Student provides a brief summary of each section of the Long-Range Plan for Technology.	Student does not summarize each section of the Long-Range Plan for Technology.
Technology Applications TEKS Summary	Student thoroughly describes each strand of the Technology Applications TEKS, and summarizes two objectives/skills for each domain; student answers the questions provided.	Student briefly describes each strand of the Technology Applications TEKS, and summarizes one objective/skill for each domain; student answers the questions provided.	Student does not describe each TEKS strand, and/or does not summarize at least one objective/skill for each domain; student fails to answer the questions provided.
Requisite Technology Skills Assessment	Student completes the Technology Applications Inventory and records responses on table, and provides thorough reflection regarding technology strengths and weaknesses.	Student completes Technology Applications Inventory and records responses on table, and provides brief analysis of technology strengths and weaknesses.	Student does not complete Inventory or record responses; and/or does not analyze technology strengths and weaknesses.
Assignment Mechanics	Responses are relevant to course content; no errors in grammar, spelling, or punctuation.	Responses are relevant to course content; few errors in grammar, spelling, or punctuation.	Responses do not reflect knowledge of course content, lack clarity and depth, and/or include multiple errors in grammar, spelling, and punctuation, including APA errors.

Week 1 Assignment, Part 1: Key Ideas of the Long-Range Plan for Technology

The Texas Long-Range Plan for Technology, 2006-2020, is a comprehensive strategic plan divided into four domains: Teaching and Learning; Educator Preparation and Development; Leadership, Administration, and Instructional Support; and Infrastructure for Technology. In Part 1 of the Week 1 Assignment, you will summarize key ideas of the Long-Range Plan.

To complete this assignment:

- Access the Long-Range Plan by entering the following address into your web address bar: <http://www.tea.state.tx.us/technology/lrpt/LRPTCompleteDec06.pdf>
- Review the plan.
- Complete the table below by summarizing each of the key ideas stated in the chart, and answering the questions provided.

Long-Range Plan Section and Page Numbers	Summary of Key Ideas
Vision 2020 (1-4)	This section of the plan contains a “vision statement” overview that lays the foundation for technology professional development requirements including the need for SBEC educator technology proficiency requirements, establishes technology planning and resource targets, defines expectations for accommodating individualized learning styles with various instructional resources, and establishes infrastructure and support goals.
Defining the Need for Change (5-6)	This section elaborates our change from an industrial to an information-based society and economy, and explores the changing world in which our country is falling behind both in graduation rates and technological leadership while other countries like India are excelling. The omnipresent technology around us in our homes, workplaces and all our new high-tech gadgets is revealed as a force of social change.
Introducing the 21st Century Learner (7)	The 21 st century learner is defined as a tech-savvy individual who is a consumer of information immersed in a world of portable digital technology that allows them to communicate, connect and utilize information in ways we never thought possible. This section also addresses the need for these students to learn in their own individual style within a rich multimedia environment where they can mix and remix information to synthesize new knowledge.

Teacher Voices (12-14)	Teacher Voices examines technology from the teacher's perspective and gives us a snapshot of teacher technology usage and views. The section explains that most teachers believe technology creates engaged learners, heightens achievement and fosters collaborative learning. Most teachers are using e-mail and specific web sites, although only about half have access to tools to create their own website. Most teachers use their computers for professional tasks, and over half rate their technology skills as average. The vast majority of teachers said that technology makes their job easier, and over half use e-mail to communicate with parents.
Teaching and Learning (17-22)	Teaching and Learning elaborates the full vision statement and includes references to NCLB guidelines and specific recommendations to TEA on continuing support of the TEKS curriculum and the TA-TEKS. SBEC teacher certification requirements and recommendations to the Regional Education Service Centers regarding how to best support technology initiatives from local school districts and TEA are discussed. Recommendations to local LEAs (districts) on curriculum requirements, technology requirements, educator support and certification requirements, and technology integration and implementation round out the LEA guidance. Directives to Higher Education partners and parents and the community at large are aimed at providing a support network for educators and life-long learners. The focus of the entire section is to give guidance to all stakeholders on what each party must do to support technology integration in schools and to make sure our teachers are qualified and our students have access to modern technology tools and innovative learning styles.
Educator Preparation and Development (23-28)	This section builds upon the guidance given in the Teaching and Learning section, and elaborates specific requirements and recommendations to all stakeholders and educational institutions to insure teachers are certified as technology literate, have

	access to online curriculum and technology tools necessary to educate 21 st century learners in their native environment, and sets the standard for life-long learner teachers to create life-long learner students.
Leadership, Administration, and Instructional Support (29-34)	This section provides guidance to all stakeholders on budgetary requirements to fund technology, planning guidance, infrastructure requirements to support technology, teacher and staffing guidelines, and information on creating required support mechanisms and collaborative environments for schools to support 21 st century learning styles.
Infrastructure for Technology (35-40)	Specific guidelines on building and maintaining a communications infrastructure for education are contained in this section. Distance education, 24/7 access to resources, data-driven decision making including PEIMS standards and the creation of statewide networks such as TETN are detailed herein. Promotion of E-Rate discount mechanisms to create and support telecommunications infrastructure and insure equitable access is included in the funding guidance. The 1:1 computing initiative that we all strive for has its roots in this section.
Study of Needs (41-42)	The Study of Needs brings the Texas STaR Chart summary into the picture to assess teacher, campus and district technology readiness and define and target technology needs. Evaluation of the current state of technology readiness in Texas is provided; although significant progress has been made, more is needed. Funding for infrastructure and continued professional development is vital. New strategies are needed to assess the progress both students and teachers are making in the Technology Applications. The continuation of telecommunications discounts are vital for providing bandwidth and resources to our teachers and students, and software interoperability standards must be created to maximize funding resources and facilitate data-driven decision making.

What new information did you acquire from your analysis of the Long-Range Plan? How can your new learning assist you as an instructional leader who is guiding technology use and integration at a campus?

I have always looked at the Long Range Plan from a Technology Director “guidelines” perspective, being sure we are meeting the requirements within our District Technology Plan. This time I read it more from the teacher/learner outcome perspective. Rather than seeing it as a guide to technology types and implementation and certification requirements, I now see the implications differently.

My primary reason for getting an education degree is to learn more of the curriculum and instructional side of my job, and to be able to relate more effectively as a peer mentor to my teachers and students. My new knowledge will help me to guide what we do with technology as a District from the curriculum side and to better support the varied learning styles and needs of our “digital native” students. I am realizing that I am a “digital immigrant” in much the same way my teachers are, despite having a much broader and more advanced knowledge of technology.

Week 1 Assignment, Part 2: Technology Applications TEKS Summary

Texas’ Technology Applications TEKS curriculum is divided into four strands: Foundations, Information Acquisition, Solving Problems, and Communication.

In this part of this assignment, you will summarize (1) the four strands of the Technology Applications TEKS and (2) two objectives/skills required in each of the four domains for a selected grade cluster.

To complete this assignment:

- Access the Technology Applications TEKS by entering the following address in your web address bar: <http://www.tea.state.tx.us/rules/tac/ch126toc.html>
- Thoroughly review the Technology Applications TEKS for PK-12. (NOTE: There are standards for Pre-K students, but they are not divided into domains.)
- Select a grade cluster—(K-2, 3-5, 6-8, 9-12)—and review the TEKS for that cluster.
- Complete columns 2-4 of the table by describing each domain of the Technology Applications TEKS and summarizing two important objectives/skills required in each of the four domains for your selected grade cluster.

Grade Cluster: Middle School, Grades 6-8			
Technology Application Strand	Strand Description	Summary of TEKS #1	Summary of TEKS #2

Foundations	Students must demonstrate knowledge and appropriate use of hardware components, software programs, and their connections; use data input skills appropriate to the task; comply with the laws and examine the issues regarding the use of technology in society.	Each student must demonstrate their knowledge and the appropriate use of various operating systems, software applications, and the communication and networking components embodied therein.	Personal responsibility is fostered as each student describes the consequences regarding copyright violations including computer hacking, computer piracy, intentional virus setting, and invasion of privacy.
Information Acquisition	Students use a variety of strategies to acquire information from electronic resources in a variety of formats (with appropriate supervision) and evaluate the acquired electronic information.	Each student must demonstrate their ability to locate and acquire desired information on LANs and WANs, including the Internet, intranet, and collaborative software environments.	Due to the open nature of modern online information sources, each student must determine and employ methods to evaluate the electronic information for accuracy and validity.
Problem Solving	Students use appropriate computer-based productivity tools to create and modify solutions to problems, use research skills and electronic communication (with appropriate supervision) to create new knowledge, and use technology applications to facilitate evaluation of their work process and product.	Mastery of key concepts is demonstrated as each student must use the foundation and enrichment curricula in the creation of products.	Lifelong learning skills are fostered as each student participates with electronic communities as a learner, initiator, contributor, and teacher/mentor.
Communication	Students format digital information for appropriate and effective communication, deliver the product electronically in a variety of media (with appropriate	Students prepare for a communication-centric future as they use productivity tools to create effective document files for defined audiences including slide shows, posters, multimedia	Students learn to be concise and communicate effectively as they evaluate the product for relevance to the assignment or task.

	supervision) and use technology applications to facilitate evaluation of their communication process and product.	presentations, newsletters, brochures, and reports.	
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Summarize the Pre-K Technology Applications TEKS. How does the Pre-K TEKS lay the foundation for student performance in future grades?

As prescribed by the Pre-K TA-TEKS, the student starts, uses, and exits computer programs, uses a variety of input devices including the mouse and keyboard, and learns to use proper terminology, such as “mouse,” “keyboard,” “printer,” etc. Students learn to follow oral or pictorial instructions for operating programs successfully and listen to and interact with storybooks and multimedia information sources. Students also use age-appropriate software packages with audio, video, and graphics to enhance their learning and improve their oral communication skills.

The Pre-K TA-TEKS lay the foundation for future performance by insuring students learn the basic functions and use of the computer and related technologies. The basic technology skills students learn at this age will enhance their ability to acquire information, solve problems, and communicate with others in future grades. Students become more confident and independent in their use of technology tools and software.

The Technology Applications TEKS are designed as a dynamic, spiraling curriculum. Describe a series of TEKS in which students have multiple opportunities to master knowledge/skills.

In the Middle School, Grade 6-8 TA-TEKS, the dynamic, spiraling nature of the curriculum is evidenced within the Foundation Domain by the TEKS series beginning under “Foundations 1, hardware components” that requires students to compare, contrast and appropriately use various input devices, and under “Foundations 2, data input skills” that requires the student to demonstrate proficiency in a variety of input devices, then to demonstrate keyboarding proficiency in technique and posture while building speed, and finally to use digital keyboarding standards..

Week 1 Assignment, Part 3: Requisite Technology Skills Assessment

The Texas Education Agency (TEA) provides many resources for educators to help them assess and increase the knowledge and skills for success in the information age. One of the tools is the Technology Applications Inventory, which is a self-assessment of requisite knowledge required for implementation of the Technology Applications TEKS.

In Part of your assignment, you will access the Technology Applications Inventory and assess your knowledge and skills in the four strands of Foundations, Information Acquisition, Solving Problems, and Communication.

To complete this assignment:

- Access the Technology Applications Inventory by entering the following address in your web address bar: <http://www.tea.state.tx.us/technology/techapp/assess/teksurv.pdf>

EDLD 5306 Concepts of Educational Technology

- Print out the inventory, and complete it.
- Complete the table by recording your number of yes and no responses.
- After completing the chart, answer the questions that follow.

Domain	Total # of Questions	# of Yes Responses	# of No Responses
Foundations	18	15	3
Information Acquisition	10	10	0
Solving Problems	18	18	0
Communication	12	12	0

What did the inventory reveal as your greatest strength? Do you agree? Explain.

Although I did equally well in three of the domains, overall I consider the Communication Domain to be my greatest strength based on a combination of the assessment results and the typical duties I perform as Director of Technology. I agree with the inventory assessment results. The Information Acquisition, Solving Problems and Communication domains all embody the skills and knowledge I employ daily in order to collaborate with our leadership team and to create and maintain our shared vision.

What did the inventory reveal as your greatest weakness? Do you agree? Explain.

My greatest weakness was in the Foundations Domain, specifically questions 14, 16 and 18 regarding digital keyboarding standards, copyrights and citations of copyrighted material. I was unsure of the answer to question 16 regarding all work being copyrighted as I have seen information and products posted anonymously that are valid and valuable, yet not necessarily copyrighted works in the traditional sense. I agree with the results as I've made a habit of relying upon my High School Librarian to make sure my citations are correct. I need to increase my knowledge regarding digital keyboarding standards and citation of copyrighted works in order to set a better example for my staff and students.